

1. Record Nr.	UNINA9910819050403321
Titolo	Cognitive science : contributions to educational practice // edited by Marlin L. Languis ... [et al.]
Pubbl/distr/stampa	London ; ; New York, : Routledge, 2012, c1991
ISBN	1-136-63584-X 1-280-67280-3 9786613649737 0-203-80377-9 1-136-63585-8
Edizione	[First edition.]
Descrizione fisica	1 online resource (422 p.)
Collana	Routledge library editions. Education ; ; v. 63
Altri autori (Persone)	LanguisMarlin
Disciplina	370.1523
Soggetti	Cognition in children Cognitive science
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Front Cover; Cognitive Science; Copyright Page; Contents; Preface; List of Contributors; Part One: Perspectives on Cognitiveneuroscience and Educational Practice; 1. Emerging Metaphors of Mind: Unmasking the Brain: Richard M. Restak; 2. Neuroscience Tools for Educators: Paul J. Naour and Michael W. Torello; 3. All Children Are Not Created Equal: Studies on Differential Psychobiology and Emotional Stress Reactions: Samuel A. Corson and Elizabeth O' Leary Corson; Part Two: Cognitive Neuroscience Research: Probing Substrates of Educational problems 4. Studies of Stroke Patients Suggest a Novel Kind of Relationship between Mood Disorder and Lesion Location: Robert G. Robinson and Thomas R. Price5. Heart Rate Correlates of Behavioral Function in Developmentally Impaired Infants and Children: April E. Ronca, David S. Tuber, Gary G. Berntson, and Sally T. Boysen; 6.Patterns of Electrophysiological Activity in Normal and Disabled Readers: David W. Shucard, Mark G. McGee, Katherine R. Cummins, Deborah D. Minarick, and John C. Hill 7.Developmental Component in Brain Electrical Activity of Normal and Learning Disabled Boys: Paul J. Naour, Marlin L. Languis, and Daniel J.

Martin8.Nystagmus and Behavioral Effects of Vestibular Stimulation in Autistic Children: David L. Clark, Regina B. Gunsett, and Howard A. I. Newman; 9. Learning Characteristics Related to Neural Balance: A Study of Autism: James D. Cowan, Robert F. Vieth, James J. Buffer, Jr., Ralph E. Shibley, Jr., and Howard A.I. Newman; 10. Brain Functioning Cognitive Style and Personality Variables in Learning and Teaching Behaviors: Carol Lyons
11.Cortical Model for Visual Thinking by Profoundly Deaf Persons: Carol A. LyonsPart Three: Multidisciplinary Approaches to Educational Concerns in Helping Professions; 12.Cognitive Correlates of Attention Deficit Disorder: Implications for Diagnosis: Richard M. Ashbrook and Peter A. Magaro; 13. Acquired Learning Disorders in Children: A Neuropsychological Rehabilitation Framework for Assessment and Intervention: Judith A. Groves; 14.Cognitive Profile: Academic Achievement: Charles A. Letteri; 15. Field Dependence Independence: Developmental and Laterality Variables: Donna F. Berlin
16.Psychological Type and Learning: Robert Bargar and Randy L. Hoover17.Teacher Cognitive Functioning in Patterns of Classroom Teaching Behavior: Dennis W. Sunal and Cynthia S. Sunal; 18. Mediator Use during an Inferential Problem Solving Task: Medical Diagnosis: Lynn Kerbeshian; 19.Learning Styles Developments in Continuing Education for Physicians: Lynn Curry; Appendix 1; Appendix 2

Sommario/riassunto

This volume brings together theory, research and development in cognitive neuro-science. It investigates the neural processes involved in cognition and learning, using developments in computer technology to study the brain in action and other topographic brain mapping. Electrical activity patterns of the brain in the learning processes are displayed through these techniques. Part 1 delineates neuroscience application to educational perspectives. Part 2 reports on emotional and learning disorders, such as autism, while Part 3 applies cognitive science to educational and mental health, as well as to settings such as the classroom, rehabilitation centre or doctor's office.
